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ABSTRACT

This book focuses on applying instructional design to development of classroom learning for adults. Chapter 1 presents an overview of the model and addresses concerns about use of instructional design in adult education. Chapter 2 deals with assessing and developing skills as an adult educator; a literature review on behavior, beliefs, knowledge, and skills of effective adult educators is combined with activities to help readers reflect on and learn about themselves. Chapter 3 on developing content knowledge focuses on analysis of subject matter to be learned. Procedural task, learning task, and content analyses are described. Chapter 4 discusses needs and characteristics of adult learners and is enhanced by a computer analogy of the learning process describing interrelationships among the characteristics. Chapters 5-6 discuss strategies for conducting learner needs assessment and learning contexts and their analysis. Chapters 7-9 describe instructional design: developing learning goals and objectives; developing learning activities; and learner evaluation. Chapter 10 addresses evaluating the instructional design plan. The book contains figures that illustrate points made in the text; activities that encourage personal reflection and growth and provide opportunities for application of the instructional design process; exhibits that highlight important information; and a running example in three parts that shows how instructional design can be used to plan learning activities. (Contains 62 references and an index.) (YLB)

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